DOCUMENT RESUME

ED 257 510 JC 850 285

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TITLE	Academic Standards Research Proposal: The Effect of the Restriction Policy on Student Achievement and Enrollment. Research Report 85-5.
INSTITUTION	Harford Community Coll., Bel Air, MD. Office of Institutional Research.
PUB DATE	Jun 85
NOTE	52p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Probation; *Academic Standards; Community Colleges; Dropouts; *Educational Policy; *Enrollment Influences; Student Characteristics; Two Year Colleges; Two Year College Students; *Withdrawal (Education)
IDENTIFIERS	Harford Community College MD

ABSTRACT

A study was conducted at Harford Community College (HCC) to assess the effects of a recently implemented set of more stringent academic standards. The new policies included placing students on academic restriction (i.e., restricting the number of units they may take) if their quality point index fell below a certain level. The study sought information on student demographic characteristics; reasons for student failure to re-enroll and the relationship between these reasons and the new academic standards; students' views of the standards; the quality of advising at the college; and recommended modifications of the standards. The study included an analysis of student records and a survey of 136 students enrolled at HCC, a survey of 174 students who did not return to the college in fall 1984, and a survey of 44 advisors. Based on responses from 80% of the enrolled students, 57% of the students who did not return, and 70% of the advisors, study findings revealed: (1) 60% of the students placed on academic restriction were 20 years of age or younger; (2) 68% of the students who did not return to HCC said they were unable to apply themselves to their studies and 46% had a conflict between their job and their studies; (3) the placement test scores of students on restriction were almost identical to those of the entire student body; and (4) 56% of the non-returning students indicated that restrictions on their credit load were not important in their decision not to return. The report includes the survey instrument and student comments. (HB)

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ACADEMIC STANDARDS RESEARCH PROPOSAL
THE EFFECT OF THE RESTRICTION POLICY ON STUDENT ACHIEVEMENT AND ENROLLMENT

Research Report 85-5

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June, 1985

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Research Report 85-5

ACADEMIC STANDARDS RESEARCH PROPOSAL
THE EFFECT OF THE RESTRICTION POLICY ON STUDENT ACHIEVEMENT AND ENROLLMENT

BACKGROUND

The issue of tightening academic standards is receiving considerable attention from all sectors of education. Consistent with this trend, Harford Community College in the Fall of 1983 implemented more stringent academic standards policies. The policies were intended to improve the academic achievement of students who received grades below the acceptable standard.

The College's catalog description of the academic standards policy is listed below:

Academic Standards for Credit Students

A student whose work does not meet the academic requirements established by the faculty of Harford Community College will be subject to review by the Academic Standards Committee at the end of each Fall and Spring semester. The following tables are used to determine the student's academic standing as indicated by the student's cumulative quality point index (QPI) and credits attempted.

PLACEMENT ON ACADEMIC RESTRICTION

A student who fails to achieve the minimum cumulative QPI as listed below shall be placed on academic restriction.

Total Credits Attempted	Minimum Cumulative QPI Required
7-11.5	1.5
12-18.5	1.6
19-24.5	1.7
25-30.5	1.8
31-36.5	1.9
37 and above	2.0

To be removed from academic restriction a student must achieve the minimum cumulative QPI as listed.

A student on academic restriction must adhere to the following requirements.

(1) The student must obtain advisor approval prior to enrolling in any credit course.

(2) The student will not be permitted to enroll in more than seven credits in either the Fall or Spring semesters, two credits in January, and no more than four credits at one time during the Summer sessions.

(3) The student will be permitted to register only after final grades are available from the previous semester.

(4) If the student was on academic probation or dismissed at another institution prior to enrolling at Harford Community College, the above restrictions will apply.

ACADEMIC SUSPENSION

A student on academic restriction who does not achieve the minimum QPI as listed below will be academically suspended from the College:

Total Credits Attempted	Minimum Cumulative QPI Required
12-18.5	1.4
19-24.5	1.5
25-30.5	1.6
31-36.5	1.7
37-42.5	1.8
43-48.5	1.9
49 and above	2.0

No student will be suspended at the end of any review period in which he/she earns at least a "C" in each course attempted regardless of his/her cumulative QPI. A student who has been academically suspended may not apply for readmission or register for classes again until one regular semester (Fall or Spring) has elapsed since the suspension. If an academically suspended student wishes to apply for readmission to the College, he/she must submit an application for readmission to the Academic Standards Committee. If readmitted, the student will remain on academic restriction for the next semester and will not be permitted to enroll in more than seven credits. A second suspension results in a dismissal from the College. The student may appeal the dismissal to the Academic Standards Committee.

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PURPOSE

This study is designed to shed light on several questions concerning the academic standards policy. Of particular focus is the recently implemented restriction policy. The Academic Standards Committee will use the information in their review of the restriction policy.

Research Questions

* What are the demographic characteristics of students placed on restriction?

* Do students on restriction tend to score lower on the College's placement tests?

* Are the characteristics of the restricted students that elected to return to the College different from those that do not re-enroll?

* Why do some students choose not to return to HCC?

* Was the restriction policy a key factor in students' decision not to return to Harford?

* Do students who did not return plan to enroll at HCC in the future?

* Are students attending another college because of the restriction policy?

* What reasons do students give for getting into academic difficulty?

* What type of classes did returning students take?

* Did the academic achievement of students improve after they were placed on restriction?

* Did students feel that the restriction policy was helpful?

* Did the restriction policy cause registration problems for students?

* Did the restriction policy cause other problems such as loss of financial aid?

* To whom did students talk to regarding their restriction? Did they think it was helpful?

* What was the impact of the restriction policy on student enrollment and FTE's?

* In what setting are restricted students advised?

* How often do advisors feel that they have the necessary knowledge of academic issues to answer the concerns of students on restriction?

* What was the quality of the typical advising session with students on academic restriction?

* Do advisors recommend that the restriction policy be continued as is, discontinued completely, or modified?

* What do advisors consider to be strengths and weaknesses of the restriction policy?

* What modification did the advisors recommend?

METHOD

The study used three questionnaires and an analysis of student records. Separate surveys were sent to restricted students who re-enrolled, to students that chose not to return, and to academic advisors. Non-responding students were contacted by phone and asked a subset of the questions on the mailed survey. The Fall of 1984 restriction list served as the data base for the student surveys. The complete set of surveys is included in Appendix A.

Historical data was compiled from the records of students initially placed on restriction in the Fall of 1983. These students were traced for one semester.

RESULTS

Response Rate

Student Surveys

It is important to keep in mind that although two separate surveys were mailed and two separate telephone follow-ups were conducted, there were many questions in common across some or all of these forms. Therefore, it is appropriate to give response rates for the surveys in total and for each individual form.

In general the response rate was quite high and, therefore, extrapolations from the sample to the entire population can be made with confidence. Three hundred and ten students were mailed questionnaires. Thirty-five percent responded by mail and an additional thirty-two percent answered by telephone, making a total sample response of 67 percent.

One hundred thirty-six students received the survey intended for students still enrolled at HCC. A total of 80 percent responded, 46 percent by mail, 34 percent by telephone.

One hundred seventy-four students did not return to the College. Fifty-seven percent of these completed surveys, with 26 returning mailed responses and 31 percent giving answers by phone.

Table 1
TOTAL STUDENT RESPONDENTS

	Number	Percent
Total surveys sent	310	100%
Returned by mail	109	35%
Returned by telephone	100	32%
Total sample	209	67%

Table 2
STUDENT SURVEY - STILL ENROLLED

	Number	Percent
Total surveys sent	136	100%
Returned by mail	63	46%
Returned by telephone	46	34%
Total sample	109	80%

Table 3
STUDENT SURVEY - NOT ENROLLED

	Number	Percent
Total surveys sent	174	100%
Returned by mail	46	26%
Returned by telephone	54	31%
Total sample	100	57%

Advisor Survey

The response rate for the advisor survey was also quite high, with 70 percent responding. The return rate by type of respondent was 66 percent for faculty advisors, 83 percent for counselors, and 80 percent for classified advisors.

However, for purposes of analysis, only those individuals who reported actually advising students on restriction were included. This criteria eliminated seven faculty advisors.

Table 4
RESPONSE RATE

	Number Responses	Number Sent	Percentage Responding
Total	31	44	70%
Faculty Advisors	20	30	66%
Counselors	5	6	83%
Classified Advisors	4	5	80%

ANALYSIS OF RESEARCH QUESTIONS

What are the demographic characteristics of students placed on restriction?

Students placed on academic restriction tend to be young. Sixty percent of the students on restriction are under 20 years of age, although only 25 percent of the College's total population is under 20. Restricted students are also more likely to be male. Fifty-five percent are male, compared to HCC's 40 percent male population.

Almost one-half of the students were restricted after their first semester at college. Restricted students were overwhelmingly full-time students with very few taking less than five credits. Fifty-two percent are full-time, with 36 percent taking 5 to 11.5 credits, and only 11 percent enrolling in five or less credits. Restricted students are evenly split between those who are self-advised and those who seek counselor or faculty assistance.

Table 5
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS ON RESTRICTION
Fall 1983

	Restricted Students Number	Percent	Total College Percent
AGES			
17-19	193	59%	25%
20-25	85	26%	27%
26-40	41	13%	35%
41-over	8	2%	14%
GENDER			
Female	148	45%	62%
Male	181	55%	38%
CREDIT LOAD			
5 or less	36	11%	47%
6 to 11	118	36%	29%
12 or more	171	52%	24%
STATUS			
First-time student	167	51%	25%
Returning student	162	49%	75%
TYPE OF ADVISEMENT			
Self	172	52%	
Counselor	139	42%	
Faculty	18	6%	

Do students on restriction tend to score lower on the College's placement tests?

The placement test scores of students on academic restriction are almost identical to the scores for the entire student body. In fact, they are slightly higher. This holds true for both the Test of Standard Written English and the Nelson-Denny Reading Test. Please note that not all students take a placement test.

Table 6
DISTRIBUTION OF PLACEMENT TEST SCORES FOR RESTRICTED STUDENTS
Fall 1983

	Number	Percent	Total Students
TSWE SCORE			
20 - 31	53	34%	35%
32 - 60	102	66%	67%
NELD SCORE			
5.9 - 9.9	30	19%	22%
10.0 - over	125	81%	78%

Are the characteristics of the restricted students who elected to return to the College different from those who do not re-enroll?

With one exception, the characteristics of students who re-enrolled are essentially the same as those who did not return. Students who returned tended to take more credits the semester preceding restriction than did their counterparts. About two-thirds of the re-enrollees were full-time, compared to one-third for those who did not return. Conversely, 6 percent of the enrolled students took less than five credits, contrasted to 18 percent for those who did not return.

Table 7
CREDITS TAKEN SEMESTER BEFORE RESTRICTION
Fall 1984

	STUDENTS ENROLLED		STUDENTS NOT ENROLLED		TOTAL STUDENTS	
	Number	Percent	Number	Percent	Number	Percent
5 or less credits	6	6%	18	18%	24	11%
6 to 11 credits	28	26%	47	47%	75	36%
12 or more credits	75	68%	35	35%	110	52%

Why do some students choose not to return to HCC?

Students were asked to indicate possible reasons for not returning to HCC. By far the most frequently checked item was "wasn't able to apply myself to studies." Over two-thirds of the students checked this item. The second most checked item (46 percent) was "conflict betwen job and studies." These two major items were followed by several reasons for not returning that refer to factors that are more controllable by the College. From 20 to 30 percent checked the following items: "dissatisfied with quality of classroom instruction," "insufficient money to attend college," "dissatisfied with academic program," dissatisfied with social life at the college," and "desired courses not available."

The student comments in Appendix B give texture to the numbers reported above.

Table 8
WHY STUDENTS CHOOSE NOT TO RETURN TO HCC

	Number	Percent
Achieved educational goal	2	4%
Changed educational goal	6	13%
Difficulties with child care	2	4%
Transferred	4	9%
Moved from the area	1	2%
Dissatisfied with social life at the college	9	20%
Dissatisfied with academic program	10	22%
Dissatisfied with quality of classroom instruction	14	30%
Courses were not challenging enough	2	4%
Courses were too hard	5	11%
Wasn't able to apply myself to studies	31	68%
Desired courses not available	9	20%
Insufficient money to attend college	12	26%
Received insufficient financial aid funds	1	2%
Conflict between job and studies	21	46%
Couldn't get needed help with my school work	4	9%
Couldn't get transportation to college	2	4%
Other	12	26%

Student responses by credit load reveal further variation. Of particular interest is the high percentage of full-time students who were dissatisfied with their academic program. Four in ten expressed dissatisfaction. This pattern of high dissatisfaction with the academic program and the quality of instruction (36 percent) is in stark contrast to the responses seen for several years in the College's Follow-up Studies, where typically less than five percent express dissatisfaction.

Table 9
WHY STUDENTS CHOOSE NOT TO RETURN TO HCC BY CREDIT INTERVALS
SEMESTER BEFORE RESTRICTION

	5 or Less Credits	6 to 11 Credits	12 or More Credits
Achieved educational goal	2 (20%)*	0 (0%)	0 (0%)
Changed educational goal	0 (0%)	4 (18%)	2 (14%)
Difficulties with child care	0 (0%)	1 (5%)	1 (7%)
Transferred	0 (0%)	3 (14%)	1 (7%)
Moved from the area	0 (0%)	1 (5%)	0 (0%)
Dissatisfied with social life at the college	0 (0%)	3 (14%)	6 (43%)
Dissatisfied with academic program	0 (0%)	6 (27%)	4 (29%)
Dissatisfied with quality of classroom instruction	1 (10%)	8 (36%)	5 (36%)
Courses were not challenging enough	0 (0%)	1 (5%)	1 (7%)
Courses were too hard	0 (0%)	3 (14%)	2 (14%)
Wasn't able to apply myself to studies	7 (70%)	16 (73%)	8 (57%)
Desired courses not available	0 (0%)	5 (23%)	4 (29%)
Insufficient money to attend college	4 (40%)	5 (23%)	3 (21%)
Received insufficient financial aid funds	0 (0%)	1 (5%)	0 (0%)
Conflict between job and studies	6 (60%)	12 (55%)	3 (21%)
Couldn't get needed help with my school work	0 (0%)	3 (14%)	1 (7%)
Couldn't get transportation to college	0 (0%)	1 (5%)	1 (7%)
Other	3 (30%)	7 (32%)	2 (14%)

*Percentages refer to credit load.

Was the restriction policy a key factor in students' decision not to return to Harford?

Students were asked to indicate how important in their decision not to return to Harford Community College was the restriction of their credit load. Over half of the students (56 percent) reported that restriction was not an issue in their decision not to return to the College.

Forty-four percent said that restriction was important. Eighteen percent said that the policy was somewhat important but not among the most important. Sixteen percent said it was one of several important factors, and nine percent said that restriction was the major factor.

Table 10
IMPORTANCE OF RESTRICTION IN NOT RETURNING

	Number	Percent
Very important, the major factor	9	9%
Important, one of several factors	16	16%
Somewhat important, a factor but not among the most important	18	18%
Not important, restriction was not an issue	55	56%

Do students who did not return plan to enroll at HCC in the future?

Half of the students who did not return plan to take classes in the future. An additional third may return, and only one-fifth have decided not to take additional classes at Harford. It is interesting to note that one-half of the students who checked very important or important above also plan to take classes in the future.

Table 11
TAKING MORE COURSES AT HCC

	Number	Percent
Yes	48	49%
No	18	18%
Uncertain	33	33%

Are students attending another college because of the restriction policy?

Fourteen percent of the students who did not re-enroll were attending another college. Nine percent were attending full-time and five percent were enrolled as part-time students. However, less than half of these students reported that the restriction policy was an important factor in their decision not to return. Only two students who did return report being enrolled simultaneously at another institution.

Table 12
STUDENTS NOT ATTENDING HCC BUT ENROLLED AT ANOTHER INSTITUTION

	Number	Percent
Total	14	14%
Full-time	9	9%
Part-time	5	5%

What reasons do students give for getting into academic difficulty?

Students were asked to check possible reasons for getting into academic difficulty. This question was asked of students who did return to Harford.

The most frequently checked response was conflict between job and studies (55 percent). Three items that can be catagorized as student items were indicated as reasons by many students. These were "not able to apply myself" (47 percent), "poor study skills" (38 percent), and "too many classes" (28 percent). Finally, 38 percent of the students gave dissatisfaction with instruction as a reason for their getting into academic difficulty.

The high degree of dissatisfaction with instruction is in stark contrast to the College's Follow-up Studies, which typically indicate that less than 5 percent of the students are dissatisfied.

Table 13
REASON FOR ACADEMIC DIFFICULTY

	Number	Percent
Dissatisfied with academic program	11	18%
Dissatisfied with instruction	23	38%
Classes not challenging	5	8%
Classes too hard	10	17%
Poor academic preparation	10	17%
Not able to apply myself	28	47%
Difficulties with child care	0	0%
Difficulties with finances	12	20%
Conflict with job and studies	33	55%
Too many classes	17	28%
Poor study skills	23	38%
Difficulties with transportation	7	12%
Other reasons	10	17%

What type of classes did returning students take?

Transcripts for students initially on restriction in the Fall of 1983 were examined to determine if students who returned in the Spring of 1984 took physical education, developmental, or repeat classes to a large extent. The proportion of students who took physical education classes was identical for the Fall and Spring terms. The proportion enrolled in developmental classes decreased by 10 percent. This is not surprising since the College offers a limited number of developmental classes and these are often taken in students' initial enrollment. Over half of the students repeated at least one class. Repeating classes is the most direct way to improve a QPI, since an earlier grade is cancelled by a repeat. However, repeating a class is not always consistent with a student's academic goals.

Table 14
SELECTED COMPARISONS
SEMESTER PRECEDING AND FIRST SEMESTER OF RESTRICTION

	Fall 1983		Spring 1984	
Physical Education Class	107	33%	47	33%
Developmental Class	96	29%	26	18%
Repeat Class	Not Applicable		78	55%

Did the academic achievement of students improve after they were placed on restriction?

Grades and QPI's for the Fall and Spring semesters were compared to determine if students on restriction improved their academic achievement. In general student achievement improved dramatically. In the Fall, 76 percent of the grades received were not successful (D, F, I, W) compared to 49 percent in the Spring. The percent of D's and F's decreased from 64 percent to 38 percent while A's and B's increased from 9 percent to 30 percent. The proportion of F grades was reduced from 48 percent to 29 percent.

Similarily, 62 percent of the students in the Fall had QPI's below a D compared to 40 percent in the Spring. Twenty-six percent of the Spring QPI's averaged above 2.00 and 13 percent were 3.00 or above.

Table 15
COMPARISON OF GRADE DISTRIBUTION
SEMESTER PRECEDING AND FIRST SEMESTER OF RESTRICTION

Grade	Fall 1983 Number	Fall 1983 Percent	Spring 1984 Number	Spring 1984 Percent
A	52	4%	38	11%
B	68	5%	63	19%
C	181	15%	71	21%
D	200	16%	31	9%
F	596	48%	97	29%
M	12	1%	0	0%
I	36	3%	6	2%
W	100	8%	30	9%
K	3	0%	1	0%
	1,248		337	

	Fall 1983 Number	Fall 1983 Percent	Spring 1984 Number	Spring 1984 Percent
Successful Grades (A, B, C, M, K)	304	24%	173	51%
Not Successful Grades (D, F, I, W)	944	76%	164	49%
	1,248		337	

Table 16
QPI INTERVALS FOR STUDENTS' SEMESTER PRECEDING RESTRICTION
Fall 1983

QPI	Number	Percent
.00 - .99	203	62%
1.00 - 1.99	121	37%
2.00 - 2.99	5	2%

QPI INTERVALS FOR STUDENTS' FIRST SEMESTER OF RESTRICTION
Spring 1984

QPI	Number	Percent
.00 - .99	56	40%
1.00 - 1.99	30	21%
2.00 - 2.99	37	26%
3.00 - 4.00	18	13%

However, even though grades improved substantially, the Spring grade distribution was not particularly positive. On the basis of their cumulative QPI, 44 percent of the returning students were suspended and 26 percent remained on restriction. Thirty percent returned to good academic standing.

Table 17
ACADEMIC STANDING OF STUDENTS AFTER ONE SEMESTER ON RESTRICTION
Spring, 1984

	Number	Percent
Suspended	64	44%
Restricted	38	26%
Good Standing	43	30%

Did students feel that the restriction policy was helpful?

Students were asked if reducing the number of credits helped them academically. Five percent of the respondents were already taking less than seven credits. Twenty-eight percent indicated that restriction was not at all helpful, with one-fourth reporting that the policy was only somewhat helpful. On the other hand, 44 percent felt the policy was helpful with 7 percent reporting very helpful.

Table 18
HELPFULNESS OF RESTRICTING CREDIT LOAD

	Number	Percent
Very helpful	7	7%
Helpful	39	37%
Somewhat helpful	25	24%
Not helpful at all	29	28%
Not applicable	5	5%

Did the restriction policy cause registration problems for students?

Students were asked to indicate if the restriction policy caused a problem with registration. Sixty percent of the students registered early and subsequently had their enrollment cancelled. About half of the students reported having no problems caused by the restriction policy. One-fourth were unable to enroll in their desired class because it was filled, and one-fourth were able to enroll, but not at the preferred time.

Table 19
RESTRICTION POLICY PROBLEMS RELATED TO REGISTRATION

	Number	Percent
No problem	51	52%
Class filled	27	27%
Bad class times	25	25%
Other problems	11	11%

Did the restriction policy cause other problems such as loss of financial aid?

About two-thirds of the students reported that they did not experience other problems related to the restriction policy. About 10 percent had their financial and/or insurance benefits reduced or lost. Another 10 percent lost their athletic eligibility. Fourteen percent reported other problems.

Table 20
PROBLEMS CAUSED BY RESTRICTION POLICY

	Number	Percent
No problem	135	64%
Reduced/lost financial aid	20	10%
Reduced/lost social security benefits	0	0%
Lost athletic eligibility	24	11%
Reduced/lost health insurance benefits	16	8%
Other	29	14%

Note: Based on 210 respondents (both surveys)

To whom did students talk to regarding their restriction? Did they think it was helpful?

Over two-thirds of the students on restriction saw a counselor. Fifteen percent saw a member of the faculty and 8 percent received advice from both counselors and faculty.

Only 13 percent of the students reported that their time with an advisor was not helpful. Twenty-eight percent felt that advising was somewhat helpful. Sixty percent of the restricted students saw advising as clearly helpful, with 32 percent very helpful and 28 percent helpful.

Table 21
FACULTY TYPE SEEN BY STUDENTS

	Number	Percent
Counselor	78	71%
Faculty	16	15%
Both	9	8%
Not sure	2	2%

Table 22
HELPFULNESS OF SEEING AN ADVISOR

	Number	Percent
Very helpful	32	32%
Helpful	28	28%
Somewhat helpful	28	28%
Not helpful	13	13%

What was the impact of the restriction policy on student enrollment and FTE's?

Student enrollment and FTE's were affected by the restriction policy in two basic ways. Students who returned were limited to an enrollment of seven credits, and some students who did not return did so primarily because of restriction.

To determine the FTE loss due to credit load restriction of students who returned to Harford, it was assumed that students who previously took more than seven credits enrolled for 6.3 credits (the actual average enrollment for restricted students the previous Spring Term). Students taking less than seven were assumed to enroll for an identical credit load. Based on this reasoning, 24 FTE's were, at least temporarily, lost.

Added to the above figures are the FTE's lost due to students electing not to return. The total credits generated by students who indicated that the restriction policy was important in their decision not to return to Harford totaled 13 FTE's.

The total loss is estimated to be 37 FTE's or 4 percent of the total loss experienced from the Spring of 1983 to the Spring of 1984.

Of course, this figure does not necessarily represent a permanent loss. Some students who returned under a limited credit load will still take the same total credits they initially were planning. Further, half of the students who did not return because of restriction reported that they plan to return to Harford some time in the future.

Table 23
ENROLLED STUDENTS
FTE IMPACT OF STUDENTS ON RESTRICTION WHO RETURNED

Credits Before Restriction				Credits After Restriction		
Number of Credits	Number of Students		Total Credits		Total Credits	
3	3		9		9	
4	3		12		12	
6	9		54		54	89
7	2		14		14	
9	8		72			
10	5		50			
11	4		44	92 students X 6.3 credits* =		580 credits
12	36		432	580 credits + 89 credits =		669 credits
13	19	92	247			
14	7		98	1,233 - 669 =		564 credits lost
15	9		135			
16	2		32			
17	2		34			
			1,233			

Total = 564
Extrapolated from 80% sample = 705
Total FTE = 24

*6.3 was average credit load of Spring 1983 restricted students
Note: Actual Fall 1983 to Spring 1984 loss also 28 FTE's.

NOT ENROLLED STUDENTS
FTE EFFECT OF RESTRICTION POLICY

Note: Includes only students who identified restriction policy as important in their decision not to return.

Number of Credits	Number of Students	Total Credits
3	3	9
6	4	24
7	3	21
8	2	16
9	4	36
11	1	11
12	3	36
13	5	65
	Total	218
	Extrapolated from 57% sample	382
	Total FTE	13

TOTAL LOSS	37
FTE SPRING 1984	935
PERCENT LOSS DUE TO POLICY	4.0%

In what setting are restricted students advised?

Faculty were asked to indicate if they advised students at arena registration, in their office, and/or in the classroom. They also were asked to check the frequency of visits at each location.

Almost everyone (95 percent) reported seeing students at arena registration and in their office. And almost half of the advisors indicated that they advise students frequently at arena and in their offices. About half of the advisors reported having advised students on restriction in their classroom. Over 90 percent of these advise students only seldomly in this location.

Table 24
LOCATION OF ADVISING

	Total	Frequently	Sometimes	Seldom
Arena	95%	43%	43%	14%
Office	95%	46%	27%	23%
Classroom	55%	8%		92%

How often do advisors feel that they have the necessary knowledge of academic issues to answer the concerns of students on restriction?

Over 80 percent of the advisors felt that they had ample knowledge of appropriate academic issues for most of their contacts with restricted students. Only one individual felt that he seldom had the necessary knowledge. This distribution held true across all types of advisors.

Table 25
PROPORTION HAVING KNOWLEDGE OF ACADEMIC ISSUES

	Number	Percent
Most of the time	18	82%
Some of the time	3	14%
Seldom	1	5%

What was the quality of the typical advising session with students on academic restriction?

Advisors were asked to choose how frequently they experienced three typical examples of advising sessions. The examples were (1) last moment request, (2) ample time but no records, and (3) ample time and sufficient records. Almost all advisors indicated that they experienced each of the typical examples of advising sessions. In general, the results were positive but point to a need for improvement.

About one-fifth of the advisors reported that students seek advisor approval the last possible moment. Forty percent indicated that this happens sometimes or seldom.

Advisors report that not having the necessary records happens very frequently, only five percent of the time. Not having records occurs sometimes in about one-third of the cases and seldomly just over one-half of the time.

A third of the time advisors report that they frequently have ample time and the necessary records. About half report that this is true sometimes and 15 percent indicated seldom.

Table 26
QUALITY OF ADVISING SESSION

	Total	Frequently	Sometimes	Seldom
Students seek my help the last possible moment. I can't do much more than sign the permission slip.	100%	18%	41%	41%
Students approach me when I have time to talk but I don't have the necessary records to give them the best advice.	95%	5%	38%	57%
Students approach me when I have ample time to discuss their situation and all relevant materials are available.	95%	33%	48%	14%

Do advisors recommend that the restriction policy be continued as is, discontinued completely, or modified?

One-third of the advisors recommended that the restriction policy should be continued without any modifications. Ten percent felt that the policy should be discontinued completely. The majority (60 percent) called for various modifications.

Table 27
ACTION TOWARD RESTRICTION POLICY

	Number	Percent
Continued as is	7	32%
Discontinued	2	9%
Modified	13	59%

However, advisor recommendations by advisor type show considerable variation. All of the counselors and classified advisors recommended modification. The majority of faculty advisors (54 percent) recommended no change with 15 percent wanting to discontinue the policy and one-third recommending modification.

Table 28
ACTION TOWARD RESTRICTION POLICY BY ADVISOR TYPE

	Continued as is	Discontinued	Modified
Faculty Advisor	7 (54%)	2 (15%)	4 (31%)
Counselor	0 (0%)	0 (0%)	5 (100%)
Classified Advisor	0 (0%)	0 (0%)	4 (100%)

What do advisors consider to be strengths and weaknesses of the restriction policy?

Advisors reported two primary strengths of the restriction policy. First, the policy was thought to help students academically by (1) forcing students in academic trouble to take a credit load they could handle, (2) ensuring that students received help from an advisor, and (3) intervening early in a student's experience when it would do the most good. Secondly, the policy was given credit for improving the image of the College as one which sets high academic standards.

The list of weaknesses generated by advisors was considerably longer. Comments centered on four areas: (1) effect on College enrollments, (2) effect on academic achievement, (3) inappropriate response, and (4) generation of other problems.

The effect on the College's enrollment was a concern of many advisors. They wondered if students on restriction dropped out completely or went to another school. Several advisors questioned whether the assumption that restriction would academically benefit a student is sound. They pointed to the lack of evidence that would support such an assertion.

Other advisors felt that the College's response should be more helping and less punitive, and they questioned whether "locus parentis" was an appropriate role. They felt that the one semester was too short a time and/or that the QPI levels were too high. They also noted that it was difficult for students taking seven credits to get off restriction, especially if they choose not to repeat courses. Repeating courses is not always the best choice, especially when students change majors. The policy also affected full-time and young students the hardest.

And finally, advisors pointed to several problems that the restriction policy has caused, including difficulties with registration, tendency toward grade inflation, loss of student benefits such as student aid, and bad public relations.

What modification did the advisors recommend?

Sixty percent of all advisors recommended a modification to the academic restriction policy. These modifications centered on three areas. First, advisors suggested that the policy be softened by increasing the length of time before restriction, by lowering the GPA level, by giving probationary warnings only, by restricting to a larger credit load, and by allowing students who have a C or better the semester of restriction to be in good standing regardless of the GPA.

Several advisors suggested that students should get more help. They suggested that counselor intervention be mandatory and/or that a study skills type course be required.

Finally, advisors recommended that the practice of automatically cancelling the early registration of restricted students be stopped. These students should be given the chance to see an advisor first and then drop only the required number of classes to be in line with the credit limitation.

ACADEMIC STANDARDS COMMITTEE RECOMMENDATIONS REGARDING ACADEMIC RESTRICTION AND SUSPENSION

Basic Conclusion

A subcommittee of the Academic Standards Committee was charged with the task of reviewing the academic policy that restricts students with very low QPI's to seven credits and that requires an advisor's signature before these students can register. To aid in the decision making process, considerable data was compiled and analyzed. Input was received from students in academic difficulty and from faculty who advise these students.

After considerable deliberation, the subcommittee concluded that the practice of restricting the credit load of students in academic difficulty and the requirement of advisor signatures should be continued. However, the subcommittee did recommend several modifications to the policy and further suggested several procedural changes. Of course, implementation of these recommendations would necessitate a change of wording in the College catalog. The catalog wording below reflects proposed changes and can be compared to the description on Pages 37-38 of the College catalog.

ACADEMIC STANDARDS FOR CREDIT STUDENTS

A student whose work does not meet the academic requirements established by the faculty of Harford Community College will be subject to review by the Academic Standards Committee at the end of each Fall, Spring, and Summer Sessions. The following tables are used to determine the student's academic standing as indicated by the student's cumulative quality point index (QPI) and credits attempted.

Placement on Academic Restriction

A student who falls below the minimum cumulative QPI as listed shall be placed on academic restriction. Regardless of QPI, a student will not be placed on academic restriction at the end of any semester or session in which six or more credits are completed and the semester/session QPI is 2.0 or above. However, it should be noted that a student must earn a cumulative 2.0 QPI to be awarded a certificate or an associate in arts degree.

Total Credits Attempted	Minimum Cumulative QPI Required
9 - 11.5	1.4
12 - 17.5	1.5
18 - 22.5	1.6
23 - 27.5	1.7
28 - 32.5	1.8
33 - 36.5	1.9
37 and above	2.0

If a student was academically dismissed at another institution prior to enrolling at Harford Community College, academic restrictions as outlined below will apply.

Registration While on Academic Restriction

1. The student must obtain advisor approval prior to enrolling in any credit course.
2. The student will be permitted to enroll in no more than nine credits in the Fall, Spring, or Summer Sessions. Also, students will be limited to a maximum of five credits in any eight-week session and four credits in any six-week session.
3. The student will be permitted to register only after final grades are available from the previous semester.

Removal from Academic Restriction

Once a student is placed on academic restriction, he or she must complete the following procedures to be reinstated to good academic standing:

1. Achieve the minimum cumulative QPI as listed in the above table,

OR

2. Complete six or more credit hours in one semester or session with an average of 2.0 or above.

Upon confirmation of good standing, restrictions for the following registration will be removed.

Placement on Academic Suspension

A student on academic restriction who falls below the minimum QPI as listed shall be academically suspended from the College:

Total Credits Attempted	Minimum Cumulative QPI Required
9 - 17.5	1.3
18 - 22.5	1.4
23 - 27.5	1.5
28 - 32.5	1.6
33 - 36.5	1.7
37 - 42.5	1.8
43 - 48.8	1.9
49 and above	2.0

No student will be suspended at the end of any review period which has been completed with an average of 2.0 or above.

A student who has been academically suspended may not apply for readmission or register for classes again until one regular semester (Fall or Spring) has elapsed since the suspension.

Removal from Academic Suspension

If an academically suspended student wishes to apply for readmission to the College, he/she must submit an Academic Standards Appeal Form to the Associate Dean for Student and Academic Services. If readmitted, the student will remain on academic restriction for the next semester and will not be permitted to enroll for more than nine credits. A second suspension results in a dismissal from the College.

Academic Standards Appeal

A student may appeal his/her restriction, suspension, or dismissal to the Academic Standards Committee if there were extenuating circumstances which impeded his/her academic progress. The student must submit an Academic Standards Appeal Form, with documentation when appropriate, to the Associate Dean of Student and Academic Services.

Specific Recommendations and Rationale

The policy that restricts students in academic difficulty should be continued.

Improves Academic Achievement

The primary intent of the restriction policy was to improve the academic achievement of students whose previous performance was below acceptable standards. In general student achievement, although still low, improved dramatically from the semester preceding restriction to the first semester of reduced credit load.

The proportion of not successful grades (D, F, I, W) decreased from 76 percent to 49 percent. The percentage of D's and F's decreased from 64 percent to 38 percent, while A's and B's increased from 9 percent to 30 percent. The percentage of students whose term QPI was below 1.00 dropped from 63 percent to 40 percent. Four in ten received term QPI's in the Spring above 2.00 or a C average.

However, restricting students was certainly not a panacea for low achievement. Four in ten of the students on restriction were suspended the following term and another 20 percent remained on restriction. Less than one-third of the students earned good standing.

Students' Acceptance

Forty-four percent of the students felt the policy was helpful with 7 percent checking very helpful. Twenty-five percent indicated that the policy was only somewhat helpful--a relatively neutral response. On the other hand, 30 percent reported that restriction was not at all helpful. Five percent of the students were already taking less than seven credits and therefore were not affected.

Students wrote comments indicative of this opinion split. One student wrote, "I am glad that my class load was reduced because it gives me time to get more involved and to get better grades. It is helpful." In contrast, another student wrote, "I feel that being put on restriction only hurts an individual rather than helping. Especially with first year students."

Lack of Other Student Problems

The reduction or loss of certain student benefits is one potential outcome of restriction because the student loses full-time status. The policy did not cause widespread problems for students. Two-thirds of the students placed on restriction experienced no problems of this nature. Only about one in ten had their financial aid, social security, and/or insurance benefits reduced or lost. Twenty-four students lost their athletic eligibility.

Faculty Recommendation

Sixty percent of the advisors recommended various modifications to the policy and 30 percent suggested no changes. Only 10 percent wanted the restriction policy to be discontinued.

Improves College Image

One factor which precipitated Harford's interest in improving academic standards was the belief held by some citizens in the County that the College has low standards. Several faculty advisors commented that the restriction policy as well as the F grade and other academic changes have gone a long way toward changing this perception and may help enrollments and local funding in the future.

Academic credit load restriction should be changed from seven credits to nine credits.

Several advisors recommended that students be allowed to take more credits on restriction. It was felt that a limit of nine credits would allow students more flexibility and still secure the desired results of improved academic achievement. A nine-credit limitation would allow three lecture classes or two labs.

The restriction policy should take effect when a student attempts nine or more credit hours and receives a QPI below 1.4.

To be consistent with the policy of limiting restricted students to nine credits, students would be subject to restriction after attempting nine or more credit hours. Students earning two D's and one C or worse would receive a QPI below 1.4. Even though these students were already at or close to the credit limit of nine hours, the committee felt it was important that these students confer with an advisor before continuing their studies.

Students who earn a QPI of less than 1.4 after attempting less than nine credits should be sent a letter which describes academic services appropriate for students in academic difficulty.

Several advisors commented that it was important to intervene in the academic careers of students with low QPI's as early as possible. This early intervention will benefit students who are headed for academic difficulty and will show that the College is prepared to assist interested students.

Students who demonstrate acceptable academic achievement by earning a QPI of 2.00 or better during a semester or a session should be exempted from restriction even if their cumulative QPI falls below the established level for credits attempted.

Roughly 2 percent of the students placed on restriction earned a QPI of 2.00 or above for the semester in which they fell below the established cumulative QPI minimum level for credits attempted. The committee felt that recent academic performance is a more appropriate standard for future enrollments than is earlier performance.

Similarly, students who were currently restricted should be able to earn good standing with a semester QPI of 2.00 or better even though their cumulative QPI fell into the restricted category. Ten percent of the students on restriction failed to earn good standing even though their QPI for their initial semester on restriction was 2.00 or better. Students who elected not to repeat classes (almost half) were especially at a disadvantage because their failing grades would not be negated by subsequent successful grades. In fact, under the seven-credit restriction, it was impossible for students with a cumulative QPI of 0.00 to earn good standing in one semester without repeating most of their classes. The 0.00 QPI was the most frequent score for restricted students.

For restricted students seeking good standing, the committee felt that six credits of C work a sufficient criteria to ensure their continued academic progress. As long as the student maintains a term 2.00 average, he will continue to remain in good standing regardless of his cumulative QPI.

However, the committee was aware that it was a possibility, although highly unlikely, that a student could be in good academic standing but fall below the required cumulative 2.00 QPI when applying for graduation. To help ensure that students know this possibility, a statement to this effect was included in the academic standards policy in the College catalog. The stronger counseling component of the revised policy would also help ensure student awareness.

Students who feel that restriction is not in their best academic interest should be given the opportunity to appeal to the Academic Standards Committee.

Almost one-third of the students placed on restriction felt that reducing their credit load was not at all helpful and another 25 percent said that the policy was only somewhat helpful. It is reasonable to assume that some, if not many, of these students may have convincing arguments to support exemption from restriction. The merits of the students' appeals will be decided on a case-by-case basis similar to cases presented under suspension or dismissal.

The process of appealing restriction, dismissal, and suspension status to the Academic Standards Committee has been added. The committee believes that extenuating circumstances that impede academic progress should be reviewed. Students will be encouraged to submit documentation of these circumstances if appropriate, i.e., medical reports.

Several steps should be taken to ensure that all students placed on restriction are advised in a timely manner and in an appropriate setting.

Although 60 percent of the students feel that seeing an advisor was helpful or very helpful, the counseling of restricted students could be improved. Thirteen percent of the students reported that their time with an advisor was not helpful. Further, only one-third of the advisors reported that it was a frequent occurrence to have ample time and appropriate student records for an advising session. Every effort should be made to ensure that all students receive the best counseling possible. In this regard, the speed at which grades are processed by the Records and Registrations Office is crucial. This is especially true at the end of the Fall Semester and Summer Sessions.

Students placed on restriction who early register should be given the opportunity to cancel the required number of credits before voiding their entire registration.

Sixty percent of the students on restriction registered for classes before arena and consequently had their entire registration voided. This caused 25 percent to be closed out of their desired class(es) and 25 percent to enroll for class(es) at inconvenient times. It is proposed that students not have their early registration cancelled if they attend an advising session before arena registration.

The Dean's Staff should respond to the finding that from one-fifth to one-third of the students placed on academic restriction were dissatisfied with instruction and/or their academic program.

Twenty percent of the students who did not return to HCC gave dissatisfaction with academic programs as a cause. Thirty percent of these students were dissatisfied with the quality of classroom instruction. For students who did return, 18 percent were dissatisfied with their academic program and 38 percent were unhappy with instruction. This high degree of dissatisfaction is in stark contrast to the findings of the College's Follow-up Studies, which typically indicate that less than 5 percent of the students are dissatisfied.

Implementation of the above recommendations will necessitate the automation of the entire academic standards policy. The committee strongly recommends the computer programming that this may require receive top priority.

Effect of the Revisions on FTE's

Student enrollment and FTE's were affected by the restriction policy in two basic ways. Students who returned were limited to an enrollment of seven credits and some students who did not return did so primarily because of restriction.

Based on survey data, it was estimated that the College lost 37 FTE's under the existing policy--24 FTE's to reduced credit load and 13 FTE's to attrition. Of course, this figure does not necessarily represent a permanent loss.

The proposed revisions to the restriction policy would most directly affect FTE's by increasing the average credit load of students on restriction from 6.3 to at least 8.3. FTE's will also be affected by improving the advising session and by reducing registration problems. Also, some students who would have elected not to re-enroll under a seven-credit load limitation may return at a nine-credit limit. And finally, fewer students would be initially placed on restriction and more students will earn good standing after one term due to the 2.0 term QPI standard for good standing regardless of cumulative QPI.

The estimated total loss under the proposed revision is 29 FTE's at the maximum--eight less than under the current policy. The actual loss will be somewhat less due to the effect of the indirect factors described in the paragraph above. No attempt was made to quantify these factors.

APPENDIX A

Student Questionnaire
(Students Enrolled in the Spring of 1985)

Student Questionnaire
(Not Currently Enrolled Students)

Faculty Questionnaire

HARFORD COMMUNITY COLLEGE

Student Questionnaire
(Students Enrolled in the Spring of 1985)

The purpose of this questionnaire is to help Harford Community College to better meet the needs of its students who experience academic difficulties. All answers will be strictly confidential. Thank you for your assistance.

A. Possible reasons why a student might get into academic difficulties are stated below. Check all that apply to you.

5 _____ 1. Dissatisfied with academic program
6 _____ 2. Dissatisfied with quality of classroom instruction
7 _____ 3. Courses were not challenging enough
8 _____ 4. Courses were too hard
9 _____ 5. Not academically well prepared for college
10 _____ 6. Not able to apply myself
11 _____ 7. Difficulties with child care
12 _____ 8. Difficulties with finances
13 _____ 9. Conflict between both job and studies
14 _____ 10. Took more courses than I could handle
15 _____ 11. Poor study skills
16 _____ 12. Difficulties with transportation to college
17 _____ 13. Other _____

B. For you, which of the above item was the most important? Give one number only.

19-20 _____

C. How would you, in general, assess the difficulty of your course work at this community college?

_____ 1. Harder than I expected
21 _____ 2. About what I expected
_____ 3. Easier than I expected

D. Did restricting your credit load cause you any of the following problems? (Check all that apply.)

22 _____ 1. Reduced/lost financial aid
23 _____ 2. Reduced/lost social security benefits
24 _____ 3. Lost athletic eligibility
25 _____ 4. Reduced/lost health insurance benefits
26 _____ 5. Other _____

E. For you academically, how helpful was restricting your credit load?

27
_____ 1. Very helpful
_____ 2. Helpful
_____ 3. Somewhat helpful
_____ 4. Not helpful at all
_____ 5. Not applicable, I didn't intend to take more than seven

F. Are you taking college classes at another institition?

28
_____ 1. No
29-
_____ 2. Yes, please note: number of credits_____
30
name of college _____

G. For you, how helpful was the requirement of consulting with a member of the faculty or a counselor before enrolling?

31
_____ 1. Very helpful
_____ 2. Helpful
_____ 3. Somewhat helpful
_____ 4. Not helpful at all

H. Whom did you talk to? (Check **all** that apply.)

32
_____ 1. Counselor
33
_____ 2. Faculty
34
_____ 3. Both
35
_____ 4. Not sure

I. Did you early register and have your registration cancelled?

36
_____ 1. Yes
_____ 2. No

J. Did having to wait to register until arena registration cause any of the following problems for you? (Check **all** that apply.)

37
_____ 1. No problems
38
_____ 2. Unable to enroll in desired class(es) because they were already filled
39
_____ 3. Able to enroll in desired class(es) but not at a convenient time(s)
40
_____ 4. Other, please specify _____

_____

K. Please share any comments you wish to make concerning your college experience.

Office of Institutional Research
2/85

HARFORD COMMUNITY COLLEGE

Student Questionnaire
(Not Currently Enrolled Students)

The purpose of this questionnaire is to help Harford Community College to better meet the needs of its students who experience academic difficulties. All answers will be stricly confidential. Thank you for your assistance.

A. Check all the items that indicate your current status.

5 _____ 1. Employed full-time (35 or more hours per week)
6 _____ 2. Employed part-time
7 _____ 3. Full-time student (12 or more credit hours, where_____)
8 _____ 4. Part-time student (where_____)
9 _____ 5. Active military service
10 _____ 6. Full-time homemaker
11 _____ 7. Unemployed and seeking a job
12 _____ 8. Unemployed and not seeking a job
13 _____ 9. Employed and seeking a new job

B. How important was the restriction of your credit load in your decision not to return to Harford Community College?

_____ 1. Very important, the major factor
_____ 2. Important, one of several factors
15 _____ 3. Somewhat important, a factor but not among the most important
_____ 4. Not important, restriction was not an issue

C. Check all the items that indicate why you did not return to Harford Community College.

17 _____ 1. Completed the courses I needed to take -- achieved educational goal
18 _____ 2. Decided not to continue college -- changed educational goal
19 _____ 3. Difficulties with child care
20 _____ 4. Transferred
21 _____ 5. Moved from the area
22 _____ 6. Dissatisfied with social life at the college
23 _____ 7. Dissatisfied with academic program
24 _____ 8. Dissatisfied with quality of classroom instruction
25 _____ 9. Courses were not challenging enough
26 _____ 10. Courses were too hard
27 _____ 11. Wasn't able to apply myself to studies
28 _____ 12. Desired courses not available
29 _____ 13. Insufficient money to attend college
30 _____ 14. Received insufficient financial aid funds
31 _____ 15. Employer will not fund additional courses
32 _____ 16. Conflict between job and studies
33 _____ 17. Couldn't get needed help with my school work
34 _____ 18. Couldn't get transportation to college
35 _____ 19. Other _____

37-38 D. For you, which of the above items was the **most important** reason for not returning to the college?

____

E. Do you plan to take more courses at Harford Community College in the future?

____ 1. Yes
40 ____ 2. No
____ 3. Uncertain

F. How would you, in general, assess the difficulty of your course work at this community college?

____ 1. Harder than I expected
41 ____ 2. About what I expected
____ 3. Easier than I expected

G. Check **all** the items that indicate problems you experienced because you were restricted to carrying seven credits.

42 ____ 1. Reduced/lost financial aid
43 ____ 2. Reduced/lost social security benefits
44 ____ 3. Lost athletic eligibility
45 ____ 4. Reduced/lost health insurance benefits
46 ____ 5. Other _____

H. Please share any comments you wish to make concerning your college experience.

_____

_____

_____

_____

_____

_____

Office of Institutional Research
2/85

ACADEMIC STANDARDS POLICY STUDY
FACULTY QUESTIONNAIRE

A. Please check the response to the questions below that come closest to describing your typical experience.

	Frequently	Sometimes	Seldom
1. Students seek my help the last possible moment. I can't do much more than sign the permission slip.	____	____	____
2. Students approach me when I have time to talk but I don't have the necessary records to give them the best advice.	____	____	____
3. Students approach me when I have ample time to discuss their situation and all relevant materials are available.	____	____	____
4. I advise restricted students:			
at arena registration	____	____	____
in my office	____	____	____
in the classroom	____	____	____
other, please specify_____	____	____	____

B. I feel that I have the necessary knowledge of academic issues to answer the concerns of students on restriction.

____ 1. Most of the time
____ 2. Some of the time
____ 3. Seldom

C. Please share your thoughts concerning strengths and weaknesses of the restriction policy.

_____

_____

_____

_____

_____

_____

_____

D. I think that the present restriction policy should be:

_____ 1. Continued as is
_____ 2. Discontinued completely
_____ 3. Modified as follows (please describe)

_____

_____

_____

_____

_____

_____

_____

_____

E. I am a: (Check one.)

_____ 1. Faculty Advisor for an academic program
_____ 2. Counselor
_____ 3. Academic Advisor

F. Please estimate the number of students that were placed on restriction for this spring that you advised: _____

Office of Institutional Research
2/85

APPENDIX B

STUDENT COMMENTS FROM MAILED QUESTIONNAIRE

Against Restriction

Dissatisfied with Administration, Institutiuon

Dissatisfied with Faculty, Classes

Reason Why Academic Difficulty; Reason For Not Returning

In Support of Restriction; Favorable Comments

COMMENTS FROM MAILED QUESTIONNAIRE
AGAINST RESTRICTION

Students Enrolled in the Spring of 1985

I feel that it is up to the student to restrict himself. What right does the college have to get in the way of a student when he has to pay 75 bucks for a class and he ends up flunking it because of a poor quality instructor who only works "part time" -- XXX XXX -- English Comp!! I learned my lesson. I think the college just wants to make green no matter what it takes. For example, I was never told when I entered college that I needed a parking sticker but the next day I had a ticket to pay. This institute should care more for the students than what it has been in the past!

I do not believe that the process of being academically restricted is necessary. You (the college, faculty, advisors) do not even consider that the students who experienced academic difficulties might have had very good reasons for receiving poor grades, such as they were not aware of withdrawal policies or they had personal problems, or just that their job interfered with the amount of time spent on schoolwork, and without that job they would not have been able to attend college at all. My experience with the college has disappointed me and has made me unsure of how far I would like to carry out my college plans. If someone actually does read this, I hope that you will take my viewpoints into consideration.

I don't understand why a college would more or less expel a student for a semester. The college looses money and possible the student. This seems like a characteristic from a high school - not a college. This threat also puts a lot of pressure on a student which we really do not need!

I work full time and I tried taking 7 credits last semester. Although I did get D's, I don't feel as though I am stupid or have difficulties in learning. I've always had a problem in taking tests (I freeze and forget everything I studied) but that doesn't mean I haven't done my homework. Overall, I feel that D's or not, I learned more last semester than previous semesters. Until I talked to my counselor, I really felt dumb. I think less emphasis should be put on restricting credits until you find out the underlying cause.

Dropping people's credit limit to seven is terrible, it might be a worthy cause to most, but to athletes I feel should get a little break.

Because you restricted my credits I lost my health plan with my father's medical company. I had to take 12 credits but when you restricted mine to 7 credits I had to cancel them to afford to pay for health insurance.

I feel that the credit load should be part-time (up to 11 credits, not just 7). Because of "my" one unsuccessful semester and "your" restrictions, I must go to school another semester. It would have been better to make up my classes during mini-semesters or summer.

I wish that I was able to take a full credit load this semester, but unable to due to restriction.

I feel that being put on restriction only hurts an individual rather than helping. Especially with first year students. Other than that everything in general was good.

Not Currently Enrolled Students

No more mail! Leave me alone! Your school XXXX! Your teachers XXXX!

COMMENTS FROM MAILED QUESTIONNAIRE
DISSATISFIED WITH ADMINISTRATION, INSTITUTION

Students Enrolled in the Spring of 1985

I feel that it is up to the student to restrict himself. What right does the college have to get in the way of a student when he has to pay 75 bucks for a class and he ends up flunking it because of a poor quality instructor who only works "part time" -- XXX XXX -- English Comp!! I learned my lesson. I think the college just wants to make green no matter what it takes. For example, I was never told when I entered college that I needed a parking sticker but the next day I had a ticket to pay. This institute should care more for the students than what it has been in the past!

There wasn't enough teacher involvement with the students. You had problems you were out of luck. A lot of classes I needed were scheduled at the same time as others or so much later that I had too much time wasted.

Relatively disappointing so far!

Not Currently Enrolled Students

I would like to see more lighting in parking facilities since I attend night classes mostly. Also I am going for a Computer Operator's Certificate and the one class I've had the most trouble with needs to be changed or dropped. It deals nothing with what my current goals are. Could it be an optional class or just in for programming?

Desire Agriculture courses.

I wasn't satisfied with the school in general. One thing in particuilar that bothered me was the counseling services. Being my first year in college they weren't offering any help to get me going in the right direction.

My experience at HCC was very disappointing. The teachers were very snobish and uncaring. They expected you to know everything about a certain subject before the very first day of class. The grades I received were below what I expected and what I deserved. I believe I received such low grades because they wanted me to take that class again, just to receive more of my money that I didn't have. This was a very disturbing time in my life at HCC and I won't put myself through it again. I will pass the word on to my friends about this badly run college.

COMMENTS FROM MAILED QUESTIONNAIRE
DISSATISFIED WITH FACULTY, CLASSES

Students Enrolled in the Spring of 1985

I feel that it is up to the student to restrict himself. What right does the college have to get in the way of a student when he has to pay 75 bucks for a class and he ends up flunking it because of a poor quality instructor who only works "part time" -- XXX XXX -- English Comp!! I learned my lesson. I think the college just wants to make green no matter what it takes. For example, I was never told when I entered college that I needed a parking sticker but the next day I had a ticket to pay. This institute should care more for the students than what it has been in the past!

Fire XXX XXX. He is a very bad teacher to speak bluntly. You can't base a grade on 3 quizzes. It's not fair.

XXX XXX - accounting instructor - never teaches his students anything to do with the topic of accounting. I took his course (Accounting I) and failed it because he never takes the time to explain how to do the problems. I am now taking XXX XXX's accounting class and making A's and B's. Therefore, I came to the conclusion that XXX XXX does not know how to teach!!

There wasn't enough teacher involvement with the students. You had problems you were out of luck. A lot of classes I needed were scheduled at the same time as others or so much later that I had too much time wasted.

Some of the text books were difficult to read, e.g., sociology. The use of terms seemed like it was only meant for a sociologist to read. Thank you.

It's too much like high school!

I found college to be nothing of the expected. Teachers don't care anything about you, and you really cannot get motivated enough for work. The teachers do not press or work you hard.

Not Currently Enrolled Students

I did put my best effort out to do my work, but I couldn't handle some of the teachers. Some of the teachers can be rude in their own way and if I can't get along with a teacher, I can't do good in the class that I'm in.

I had one teacher who simply regurgitated our textbook. In the nine-ten weeks I attended school, I learned next to nothing in that particular class, psychology. My other classes, three, were all fine, and fairly to to quite challenging. I simply decided that I was tired of school for the time being. I do hope to return some day.

Some teachers were not helpful and seemed unqualified to teach. They taught from textbooks chapter by chapter, word by word. Textbooks are extremely high in cost.

My experience at HCC was very disappointing. The teachers were very snobish and uncaring. They expected you to know everything about a certain subject before the very first day of class. The grades I received were below what I expected and what I deserved. I believe I received such low grades because they wanted me to take that class again, just to receive more of my money that I didn't have. This was a very disturbing time in my life at HCC and I won't put myself through it again. I will pass the word on to my friends about this badly run college.

I would never attend HCC again. The teachers did not care if you learned the material or not. Only reason why these "teachers" were there was to get a pay check. Every week if the payroll was based on performance HCC wouldn't have a "teacher" payroll.

The courses were not challenging enough to keep me interested in attending classes. There was not enough motivation for me to spend my free time from work at the college. Some classes would be better suited to elementary or junior high schools. There is absolutely no social life but that is to be expected at a commuter school.

I took Introduction to Data Processing in Sept. of 1984. I know it would be difficult, but it was more boring than anything. I dreaded having to spend three hours sitting in the classroom and fight not to fall asleep. I finally dropped out becuase I was so miserable. I hated losing my money but I really couldn't stand the class.

COMMENTS FROM MAILED QUESTIONNAIRE
REASON WHY ACADEMIC DIFFICULTY; REASON FOR NOT RETURNING

Students Enrolled in the Spring of 1985

The reason I had problems were not due to academics. Because of several financial responsibillities I had before I enrolled I had to work. I thought I could work and go to school full time, but for me that didn't work. The work strain took my attention away from me applying myself properly to my studies. I also had problems getting to school. Without public transportation it's hard to get back and forth without the means to do so. I thought the classroom instruction could have been a little better and the course outline thought about a little more. But for the most part, this problem student had difficulties for reasons outside your control! Maybe you could: (A) Build some dorms, (B) Hire more full time teachers, (C) Etc.

My difficulty stemmed from an attitude problem and difficulties at home, primarily although there were other factors. My attitude and many other problems have been cleared up and I wish I could've taken several more credits. I do think the reduced load helped but I would have liked to have been allowed 10 credits instead of 7. I think academic probation should be handled on a more personal basis so that the needs of the student can be more accurately assessed.

I have enjoyed going to college but I have always had trouble taking tests. I know I will never be an A student but did expect C grades.

The college had nothing to do with my doing poorly last semester. It was the extreme change from high school to college that got me. I wasn't too pleased with being put on restriction, but it has helped me realize that I do have the ability to do good in college. All I have to do is apply myself.

HCC is geared to middle and upper white class not black. Black students always have difficulties with HCC academic program and it is due to all the things listed in "A" Numbers 1-12. I also feel that a student that pays his/her money to attend HCC and comes to class regular plus gets involved with class discussions and at the end of term whether due to poor test score, ends up with "F."

I work full time and I tried taking 7 credits last semester. Although I did get D's, I don't feel as though I am stupid or have difficulties in learning. I've always had a problem in taking tests (I freeze and forget everything I studied) but that doesn't mean I haven't done my homework. Overall, I feel that D's or not, I learned more last semester than previous semesters. Until I talked to my counselor, I really felt dumb. I think less emphasis should be put on restricting credits until you find out the underlying cause.

I consider my college experience very valuable for obvious reasons. It is hard to work 42 hours a week and then go to school at night.

Majority of the teachers I have had have been helpful and friendly and have gained knowledge from them. I should of met with a counselor after each semester.

I wish they would have some type of class for people who are unable to take a written test. Able to do all required homework and any other outside assignment. All of my college class homework or any other assignment is above average. Written tests are all way below average or failing.

Too demanding with my time considering I'm not sure of my major and have to work 35 hours a week.

HCC should upgrade their level of studies. Their language and math departments have much to be desired. English is excellent as well as sciences but in comparison to Aberdeen High they have much to be desired academically (it's like going to kindergarten from high school). I personally have never failed a class until this year and I failed all but my gym classes. I had a "B" average and was in the top 15 percent of my class.

I just cannot seem to apply myself to even 2 classes. I have talked with counselors and still no improvement. I have a job which pays minimum wages and does not interfere with my classes. But I feel that since I am married I don't need a high degree to keep working where I do. Right now I am just contented working 3 days/week and taking 1 or 2 classes eventually fulfilling an AA or perhaps a BA. Possibly this is why I cannot seem to apply myself as much as I could.

I think I had trouble getting interested at Harford because it was more like high school than college. Plus I couldn't get myself motivated into going to school. Now that I am not taking as many credits I believe that I am doing very well now.

Not Currently Enrolled Students

I feel it was a very good experience for me. It was just things that came up in my life that cause me not to apply myself to my studies. Getting my degree means a lot to me, and I will be coming back to get it.

I did put my best effort out to do my work, but I couldn't handle some of the teachers. Some of the teachers can be rude in their own way and if I can't get along with a teacher, I can't do good in the class that I'm in.

I just got out of high school and I think that a break is needed for some people. True, I started, but I found out that it (college) wasn't for me at this time. I will attend in the future.

No one can teach dyslexia adults.

My first choice for college was not HCC. My parents led me in your direction. I applied for admissions to make them happy. I don't feel it was a wasted semester because I learned from it. It was unfortunate and money was lost, but I have applied for admission to Towson State University. Thank you.

I had one teacher who simply regurgitated our textbook. In the nine-ten weeks I attended school, I learned next to nothing in that particular class, psychology. My other classes, three, were all fine, and fairly to to quite challenging. I simply decided that I was tired of school for the time being. I do hope to return some day.

I will return when I get back from army. I went into National Guard.

I have experienced school (college) isn't for me. I don't apply myself. I found that working is what I want.

I had been looking forward to college ever since 9th grade in high school. My decision for a college was Tusege Institute of Alabama. When I attended Harford Community College, I was glad that I had changed my mind. I really enjoyed my semester at Harford and I'm looking forward to another.

My basic problem in achieving academic success is that I don't know what to study. I am basically an achiever by setting goals and having something definite to work for. Possibly with the help of a counselor I would be able to select courses and achieve a specific degree.

I desire to get my degree but with all my pressure from my employer, family, and others I haven't had the time or space to actually dedicate myself to my studies. I also thought I could pass the exams more easily but I learned my lesson that there is more studying involved. I <u>will</u> return and eventually earn my AA degree.

I enjoyed very much attending your college but found it difficult to achieve good grades because of full-time work. I do plan to attend Harford Community College soon, but reduce my credits to part time schooling.

I attended HCC during my late teens and as many people do experienced difficulty. After deciding what I really wanted to do with my life I went on to a four year college and earned a BS degree. A few years later I earned a master's degree. At the age of 33 I returned to HCC to take a course in trig. simply for reasons of pleasure and interest. After earning a "B" on the first hour exam I had to discontinue studies for personal reasons. I then received a letter from HCC notifying me of the limited credits I can take because of my low academic standing. I would greatly appreciate a clean slate on my records at HCC. Notification of any type of probationary status is a painful, if not embarrassing reminder of an academic past I would much rather forget.

Attending HCC full-time and working 45-60 hours a week (Fall term '84) was my biggest mistake. I had no time for studying. As a result, I only passed my Psychology class with a "C." If I had financial aid and could cut down my work hours to perhaps 30 hours, yes I would like to come back. Thank you.

My experience at HCC was very disappointing. The teachers were very snobish and uncaring. They expected you to know everything about a certain subject before the very first day of class. The grades I received were below what I expected and what I deserved. I believe I received such low grades because they wanted me to take that class again, just to receive more of my money that I didn't have. This was a very disturbing time in my life at HCC and I won't put myself through it again. I will pass the word on to my friends about this badly run college.

Plan to return to college when work permits in the near future.

The courses were not challenging enough to keep me interested in attending classes. There was not enough motivation for me to spend my free time from work at the college. Some classes would be better suited to elementary or junior high school. There is absolutely no social life but that is to be expected at a commuter school.

I took Introduction to Data Processing in Sept. of 1984. I know it would be difficult, but it was more boring than anything. I dreaded having to spend three hours sitting in the classroom and fight not to fall asleep. I finally dropped out becuase I was so miserable. I hated losing my money but I really couldn't stand the class.

Like I said, I received a job as a legal secretary, want to obtain Office Ed. Degree, also wanted to obtain AA Degree, majoring in child care, but now I have changed my mind. I'm not sure what I would like to major in.

It was an enjoyable experience but I didn't really have the time to attend college and work full time. I tried but now that I bought the business I needed to devote full attention to my job.

I wish to reregister in the future when my job situation settles down. Thank you for your concern.

Since this was my first year at college, I didn't really understand everything about my classes. I was not aware at the time of my classes and registration that I was supposed to attend all 16 weeks of the semester. I was told that I was to attend 8 weeks of the semester, that was the end of my classes that semester. I then did not attend my other classes of which I failed.

Harford Community College is a decent school. Right now my job demands about 80 hours every other week. It's just near impossible for me to return under these conditions. In order to apply myself to school work successfully, I must be going full time, knowing that it is the only area of concern.

At this point I'm learning more on my own of the survival skills that I need than I was at school. I plan to reapply in summer or fall. Also, I have enough schooling for my current job (computer technician) and am enjoying working full time.

I am pleased with college and its staff. The guidance was always available if I needed it. My difficulty was not with the credit load or my inability to understand the material. It came about because of extensive travel requirements required by my profession.

COMMENTS FROM MAILED QUESTIONNAIRE
IN SUPPORT OF RESTRICTION; FAVORABLE COMMENTS

Students Enrolled in the Spring of 1985

Upon arrival at HCC I was taking 2 night classes that were 8 week courses and 2 16-week courses. The 2 8-week courses kept me so busy that I fell behind in one of my classes. Upon failing psychology I was left to take 7 credits which dampened my spirits but made me want to try more. I am presently studying harder to bring my cumulative up to par.

My difficulty stemmed from an attitude problem and difficulties at home, primarily although there were other factors. My attitude and many other problems have been cleared up and I wish I could've taken several more credits. I do think the reduced load helped but I would have liked to have been allowed 10 credits instead of 7. I think academic probation should be handled on a more personal basis so that the needs of the student can be more accurately assessed.

A very big change from high school. Applying myself to study habits was difficult. I wasn't what I expected. But now, I enjoy it. I want to take classes during summer to boost my GPA and be successful.

The college had nothing to do with my doing poorly last semester. It was the extreme change from high school to college that got me. I wasn't too pleased with being put on restriction, but it has helped me realize that I do have the ability to do good in college. All I have to do is apply myself.

I think I had trouble getting interested at Harford because it was more like high school than college. Plus I couldn't get myself motivated into going to school. Now that I am not taking as many credits I believe that I am doing very well now.

I enjoy attending HCC. I've learned a lot so far and I continue to learn a great deal more.

I am glad that my class load was reduced because it gives me time to get more involved and to get better grades. It is helpful. The only problem was the reduced financial aid. Some of it I am living off of.

It was a real problem until I decided college was and is a very important part of my life and career. Thanks to the people at Harford I think they have turned my head. Again thanks.

Not Currently Enrolled Students

I really enjoyed the time I was there at Harford. I thought the classes for the most part were taught well. However, in the auto. trans. class I think it would be a lot better if each person had to build one by himself instead of with a partner. Because if your partner don't have the money to buy parts to complete the job, you both fail and I think that's unfair to the other man.

Great college!

I am pleased with college and its staff. The guidance was always available if I needed it. My difficulty was not with the credit load or my inability to understand the material. It came about because of extensive travel requirements required by my profession.

JUL 12 1985
ERIC Clearinghouse for Junior Colleges